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ABSTRACT

The field test report on the "Parents Are Community Workers Too!" instructional unit for grade 1 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

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FIELD TEST REPORT
Vol. 3

PARENTS ARE COMMUNITY WORKERS TOO!

Don Peterson
Charles Small
Frank L. Vicino
James S. DeGracie

ONE OF A SERIES IN THE
ARIZONA STATEWIDE FIELD TEST 1974-75

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Career Education

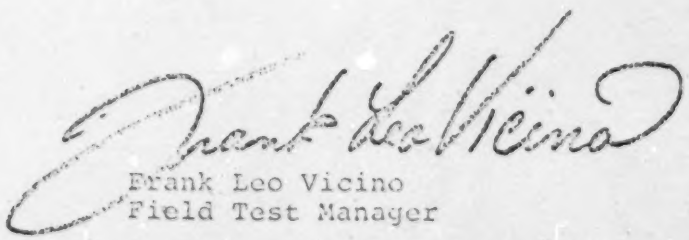
CE 006 161

Coconino
Yavapai
WACOP
Roosevelt
Central Maricopa
Mesa
Pinal
Tri-
County
Pima

FOREWORD

So many have contributed major input to the field test processes of unit delivery, monitoring and instrument completion, that it is impossible to extract, note, and applaud individual efforts. I am sure that all those involved in this major team effort can see how much has been accomplished and have a positive view of its educational significance for the young people of Arizona. By documenting and analyzing the capabilities of the career education units tested, we all have contributed a positive boost to career education in school districts across the state.

The task of Field Test Manager has been simplified considerably by excellent staff support from the Mesa Public Schools Department of Research and Evaluation, responsive assistance from the State Department of Education, and the effective management shown by the field test coordinators from the respective field test projects.



Frank Leo Vicino
Field Test Manager

June, 1975

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PREFACE

This is one of a series of field test reports on Arizona developed Career Education Curriculum Units. This report presents unit specific field test material. Another report in this series contains information concerning overall field test rationale and compilation of results for all field tested units.

The work presented and reported herein was performed pursuant to contract from the Arizona State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Arizona State Department of Education and no official endorsement by the Arizona State Department of Education should be inferred.

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INTRODUCTION

The major purpose of most innovative programs such as career education is to affect positively learners' cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. The present field test of career education curriculum units is designed to examine the success of the unit in terms of the above. Cognitive and attitudinal data have been collected from sites and projects across the state of Arizona. The following projects were involved in the effort of field testing the units: Central Maricopa, Coconino, Mesa, Pima, Pinal, Roosevelt, Tri-County, WACOP, and Yavapai.

Data on the present unit, however, have been collected from the following sites:

Project	Classrooms Requested	Classrooms Used In Analysis*
Coconino	3	2
Central Maricopa	3	3
Mesa	2	2
Pima	6	4
Tri-County	3	3
Yavapai	3	1
Total	17	17

*Data received in time for analysis.

Significant statistics are presented and discussed in the Field Test Results section of this report. Other statistics and tabular data are presented in Appendix I of this report.

UNIT DESCRIPTION

PARENTS ARE COMMUNITY WORKERS TOO!

Grade 1: Parents are Community Workers, Too!

This unit was designed around the premise that one of the best places for students to begin exploring the "world of work" is in their own homes with their own parents. This unit attempts to provide activities which will guide and assist a first grader in acquiring a fairly detailed knowledge of what both his or her parents do, and at the same time provide a framework in which these discoveries can be shared with all the other children in the class. Thus, it should be possible for each child to gain insight into anywhere from 30-60 different occupations which actually exist in the community. Special note should be taken of the fact that the exploration of fathers' and mothers' jobs is clearly separated (different Performance Objectives, different activities). This was done to give both parents "equal time," so to speak, and to make sure that the mother's contribution was not ignored, as so often happens. Activities involving language arts, social studies, listening skills, speaking skills, and art have been included in this unit. This unit is not recommended for use before the second semester of the first year.

FIELD TEST RESULTS
PARENTS ARE COMMUNITY WORKERS TOO!

This section of the report presents the data summary and analysis for the field test of the curriculum unit. An outline of this section follows:

A. A description of the field test including demographic characteristics of both participating teachers and learners.

B. Attitudinal data from both teachers and learners concerning the unit.

C. Learner performance data on the lesson specific items.

D. Teacher refinement data, analysis and comments.

DESCRIPTION OF THE PARTICIPANTS

The data in this report was obtained from the projects, teachers, and learners described in the following tables.

1. Learners

Table I presents demographic information on the learners that were exposed to the unit in the field test. Examining Table I, it can be seen that the male and female learners are fairly evenly represented. There was little representation by the minority groups. Out of 446 learners 23% (103) were from minority backgrounds: 9% (40) Spanish Surname, 1% (4) Black, 12% (57) American Indian, and 0.5% (2) Other.

2. Teachers

Table II presents the total number and selected demographic characteristics of the teachers presenting the unit.

It can be noted from Table II that all the teachers that taught this unit were female. This can best be explained by the fact that this was a first grade unit.

The median years of experience for this group falls between 11-15+ years. It should be noted that this group of teachers was quite sophisticated concerning career education. Thirteen of the 15 teachers were familiar with career education, four had previously taught a career

TABLE I

NUMBER OF LEARNERS EXPOSED BY
SELECTED DEMOGRAPHIC CHARACTERISTICS

	SEX		ETHNIC COMPOSITION					
PROJECT	MALE	FEMALE	AMERICAN INDIAN	BLACK	SPANISH SURNAME	ANGLO WHITE	OTHER	TOTAL NUMBER
Coconino	34	38	53	0	4	15	0	72
Central Maricopa	55	63	0	2	9	107	0	118
Mesa	28	26	0	0	0	53	1	54
Pima	53	54	1	0	12	93	1	107
Yavapai	14	13	0	0	1	26	0	27
Total	217	229	57	4	40	343	2	446
Percent	49	51	12	1	9	67	0.5	

TABLE II

NUMBER OF INSTRUCTORS BY SELECTED DEMOGRAPHIC CHARACTERISTICS

	SEX		YEARS OF EXPERIENCE					CAREER EDUCATION EXPERIENCE				
PROJECT	MALE	FEMALE	LESS THAN 1	1-5	6-10	11-15	MORE THAN 15 YRS.	DEV'D. C. ED. UNIT OR PROGRAM	TAUGHT C. ED. UNIT OR PROGRAM	READ A C. ED. UNIT OR PROGRAM	FAMILIAR WITH CAREER ED.	HAD NO EXPOS. TO C. ED.
Coconino	0	2	0	1	0	0	1	0	1	0	1	0
Central Maricopa	0	3	0	1	0	1	1	2	0	1	0	0
Mesa	0	2	0	1	0	0	1	0	2	0	0	0
Pima	0	4	0	1	0	1	2	3	1	0	0	0
Yavapai	0	1	1	0	0	0	0	0	0	0	0	1
Total	0	15	1	5	0	3	6	6	4	2	1	2

education unit or program and six had actually developed a career education unit or program.

ATTITUDINAL DATA

1. Teacher Attitude

Included in each UNIVAL (Unit Evaluation Instrument) was an Instructor Attitudinal Data Sheet which asked two questions concerning attitudes toward career education in general and three questions concerning the teacher's attitude toward the unit (See Appendix II).

a. Teacher Attitude Toward Career Education

Examining the teachers' general attitude toward career education (Table III) it can be seen that the mean response across questions and projects is a high 3.87, (on a scale where 5 is the highest positive response). Of the 30 possible responses, 24 (80%) are positive toward career education, 3 (10%) are of no opinion, and only 3 (10%) negative.

b. Teacher Attitude Toward the Unit

Table IV summarized the Teacher Attitude toward the unit.

The teachers' high positive attitude toward career education carried over somewhat to the teachers' attitude

TABLE III

TEACHER ATTITUDE TOWARD CAREER EDUCATION
(Number, Percent and Mean of Instructor Responses
to Attitude Items 1 and 2 Combined)

PROJECT	STRONGLY POSITIVE N	%	POSITIVE N	%	NO OPINION N	%	NEGATIVE N	%	STRONGLY NEGATIVE N	%	MEAN
Coconino	0	0	4	100	0	0	0	0	0	0	4.00
Central Maricopa	0	0	5	83	0	0	1	17	0	0	3.67
Mesa	0	0	2	50	1	25	1	25	0	0	3.25
Pima	1	12	5	62	1	12	1	12	0	0	3.75
Tri-County	4	67	2	38	0	0	0	0	0	0	4.67
Yavapai	0	0	1	50	1	50	0	0	0	0	3.30
Total	5	17	19	63	3	10	3	10	0	0	3.87

toward the unit. The teachers show a positive attitude toward the unit (3.49). Of the possible 45 responses, 35 (78%) are positive, and 10 (22%) negative.

Correlations between the Teacher Attitude toward career education and Teacher Attitude toward the unit were not significant (Appendix I).

2. Learner Attitude

When Learner Attitude toward the unit is examined (Table V), we see a fairly high positive feeling toward the unit across all projects. Of the 2209 responses 84% were positive toward the unit, 8% no opinion, and only 8% were negative toward the unit.

Correlations between the Teacher Attitude toward the unit and Learner Attitude were not significant (Appendix I).

LEARNER PERFORMANCE

In order to examine learners' performance on the unit, and to assess how well the objectives of the unit are met, cumulative scores over all the lesson items within the unit (total learner scores) were examined. Table VI presents the total learner scores in percentages by projects. This score reflects the unit's overall success concerning delivery of

TAPLE IV

TEACHER ATTITUDE TOWARD UNIT
(Number, Percent and Mean of Instructor Responses
To Attitude Items 3, 4 and 5 Combined)

PROJECT	STRONGLY POSITIVE N	%	POSITIVE N	%	NO OPINION N	%	NEGATIVE N	%	STRONGLY NEGATIVE N	%	MEAN
Coconino	0	0	3	50	0	0	0	0	3	50	2.50
Central Maricopa	0	0	7	78	0	0	2	22	0	0	3.56
Mesa	0	0	5	83	0	0	1	17	0	0	3.67
Pima	0	0	9	75	0	0	2	17	1	8	3.42
Tri-County	1	11	8	89	0	0	0	0	0	0	4.11
Yavapai	0	0	2	67	0	0	1	33	0	0	3.33
Total	1	2	34	76	0	0	6	13	4	9	3.49

TABLE V

LEARNER ATTITUDE TOWARDS UNIT
(NUMBER, PERCENT AND MEAN OR COMPOSITE
LEARNER ATTITUDE RESPONSES)

	YES/HAPPY		I DON'T CARE/OK		NO/SAD		
PROJECT	N	%	N	%	N	%	MEAN
Coconino	364	85	32	8	31	7	2.78
Central Maricopa	232	80	31	11	28	10	2.70
Mesa	311	83	34	9	31	8	2.74
Pima	459	89	34	7	21	4	2.85
Tri-County	384	83	35	8	42	9	2.74
Yavapai	117	84	7	5	16	11	2.72
Total	1867	84	173	8	169	8	2.77

TABLE VI

NUMBER AND PERCENT OF CORRECT LEARNER RESPONSES TO LESSON IMBEDDED ITEMS FOR A GIVEN UNIT

PROJECT	NUMBER OF RESPONSES	NUMBER OF CORRECT RESPONSES	PERCENT OF CORRECT RESPONSES
Coconino	69	69	100
Central Maricopa	212	210	99
Mesa	92	81	88
Pima	112	112	100
Tri-County	135	117	87
Yavapai	51	40	78
Total	671	629	94

TABLE VII

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT
EACH UNIT BY OCCUPATION OTHER THAN TEACHING

PROJECT	SOCIAL SCIENCE N	%	PHYSICAL SCIENCES N	%	CHEMICAL SCIENCES N	%	BUSINESS N	%	TECHNI-CAL N	%	CONSTRUC-TION N	%	INDUSTRY N	%	OTHER N	%	NONE N	%	TOTAL NO.
Coconino	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	50	1	50	2
Central Maricopa	0	0	0	0	0	0	2	67	0	0	0	0	0	0	0	0	1	33	3
Mesa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	50	1	50	2
Pima	0	0	0	0	0	0	1	25	0	0	0	0	0	0	2	50	1	25	4
Tri-County	0	0	0	0	0	0	3	100	0	0	0	0	0	0	0	0	0	0	0
Yavapai	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	1
Total	0	0	0	0	0	0	6	40	0	0	0	0	0	0	4	27	5	33	15

TABLE VIII

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT BY WHETHER PREVIOUS EXPERIENCE HELPS IN CAREER EDUCATION

PROJECT	YES N	YES %	NO N	NO %	NO PREVIOUS EXPERIENCE N	NO PREVIOUS EXPERIENCE %	TOTAL NUMBER
Coconino	1	50	0	0	1	50	2
Central Maricopa	2	67	0	0	1	33	3
Mesa	0	0	1	50	1	50	2
Pima	3	75	0	0	1	25	4
Tri-County	3	100	0	0	0	0	3
Yavapai	0	0	0	0	1	100	1
Total	9	60	1	7	5	33	15

TABLE IX

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT BY THE NUMBER OF GUEST SPEAKERS USED

	0		1		2		3		4		
PROJECT	N	%	N	%	N	%	N	%	N	%	TOTAL NUMBER
Coconino	1	50	1	50	0	0	0	0	0	0	2
Central Maricopa	0	0	2	67	0	0	1	33	0	0	3
Mesa	1	50	1	50	0	0	0	0	0	0	2
Pima	0	0	1	25	1	25	0	0	2	50	4
Tri-County	1	33	1	33	0	0	0	0	1	33	3
Yavapai	0	0	1	100	0	0	0	0	0	0	1
Total	3	20	7	47	1	7	1	7	3	20	15

TABLE X

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT
BY AMOUNT OF TIME DEVOTED TO THE UNIT EACH WEEK

PROJECT	LESS THAN 1 HR. N	%	1-2 HRS. N	%	2-3 HRS. N	%	3-5 HRS. N	%	MORE THAN 5 HRS. N	%	TOTAL NUMBER
Coconino	0	0	1	50	1	50	0	0	0	0	2
Central Maricopa	0	0	2	67	1	33	0	0	0	0	3
Mesa	0	0	1	50	1	50	0	0	0	0	2
Pima	0	0	0	0	3	75	1	25	0	0	4
Tri-County	0	0	2	67	1	33	0	0	0	0	3
Yavapai	0	0	0	0	1	100	0	0	0	0	1
Total	0	0	6	40	8	53	1	7	0	0	15

TABLE XI

NUMBER AND PERCENT OF INSTRUCTORS THAT TAUGHT EACH UNIT BY TIME TAUGHT

PROJECT	AM N	AM %	PM N	PM %	TOTAL NUMBER
Coconino	0	0	2	100	2
Central Maricopa	1	33	2	67	3
Mesa	1	50	1	50	2
Pima	0	0	4	100	4
Tri-County	1	33	2	67	3
Yavapai	0	0	1	100	1
Total	3	20	12	80	15

TABLE XII

NUMBER OF INSTRUCTORS THAT TAUGHT EACH UNIT
BY TYPE OF CLASSROOM AND METHOD OF TEACHING

PROJECT	OPEN CLASSROOM N	%	SELF CONTAINED N	%	TEAM TAUGHT N	%
Coconino	0	0	1	50	1	50
Central Maricopa	0	0	2	67	1	33
Mesa	0	0	2	100	0	0
Pima	2	50	2	50	0	0
Tri-County	1	33	2	67	0	0
Yavapai	0	0	1	100	0	0
Total	3	20	10	67	2	13

its objectives.

The scores from each project range from a low of 78% at Yavapai to a high of 100% at Coconino and Pima. These responses appear uniform with no one project varying far from the mean score (94%) thereby exerting a disproportionate influence.

Various other data was collected from the teachers involved in the field test of the units.

The data collected included the following information:

1. Teachers indicated whether they had experience in jobs other than teaching and whether this information helps in teaching the unit. It was found that 10 of the 15 teachers (67%) had previous experience in a job other than teaching. Of these ten, 9 (90%) said that the experience helped in teaching the unit. (Tables VII and VIII)
2. The teachers were asked how many guest speakers they used. Three of the 15 teachers (20%) did not use guest speakers. A total of 24 guest speakers were used in the 15 classrooms. (Table IX)
3. The teachers were also asked to indicate the amount of time devoted to the unit per week and what time of day (AM or PM) the unit was primarily taught. The median number of hours spent her week teaching the unit fell between 2-3 hours. Twelve (80% teachers taught the unit in the morning. (Tables X and XI)
4. The teachers were also asked what kind of classroom or method of teaching they used. Ten (67%) of the

classrooms were self-contained, 3 (20%) were open classrooms, and 2 (13%) were team taught. (Table XII)

Correlations were calculated between the above data and Student Attitude, Teacher Attitude and Student Performance. No significant correlations were found.

TEACHER REFINEMENT, ANALYSIS AND COMMENTS

Specific revision data was obtained by asking the field test teachers to make comments regarding each lesson taught. These comments were solicited in the UNIVAL.

The following charts represent a composite of teacher comments regarding the various aspects of the unit, as well as a lesson by lesson critique of the unit. These comments have been analyzed and recommendations for revision presented.

TEACHER COMMENTS

When reading the teacher comments it should be noted that not all teachers respond to the open ended items. Therefore, some of the responses seem inconsistent with the teacher responses to the closed items. The closed items, it is felt, reflect a true attitude toward the unit over the teachers sampled. The teacher comments are from selected teachers that felt strongly enough to take the opportunity to respond. The comments are, therefore, more for curriculum refinement than for overall evaluation of the unit.

Central Maricopa

Basically comprehensive and useful

Coconino

Little response from papers sent home. Ineffective on reservation. Good response and participation by parents.

Mesa

Include more pictures with unit.

Pima

Not enough depth. Using parent excellent idea. Students benefited by understanding more about parents. Many activities were not appropriate. Too much time is spent on tasks.

Tri-County

Good guide. Good parent involvement. Difficult to obtain pictures. Students enjoyed the unit.

SUMMARY

The relevant data collected during the field test is summarized below:

1. A total of 446 learners were exposed to this unit in 6 of the 9 participating projects. Fifty-one percent of the learners were female and 23% representative of minority backgrounds.
2. Of the 15 teachers that presented the unit all were female, the median years of experience was between 11-15+ years, and 10 had taught or developed career education material.
3. Teachers expressed a very positive attitude toward career education in general (3.87 on a scale where 5 was the highest positive response). Though still positive, the teachers' attitude toward this particular unit was lower (3.49).
4. The learners also exhibited a very positive attitude toward the unit with 84% of the 2209 responses positive, 8% no opinion, and only 8% negative.
5. The learners' overall performance was very high (94% correct). There was very little variablility across lessons and units.
6. A list of the teachers critical comments and recommendations was presented in the body of this report.

CONCLUSIONS AND RECOMMENDATIONS

1. Future users of this unit should review the unit in its entirety paying particular attention to the content of each activity noting when during their teaching year it is best to be taught.
2. During installation the teachers, while not constrained by field testing, should be made aware that the lessons as presented are only suggestions and may be modified, resequenced, augmented or reduced as desired.
3. This unit presents a wide range of activity suggestions, many of which may be extracted to constitute an enrichment program in addition to the unit.
4. This unit was well received by students who scored a very high 94% on the test items. Even though teacher attitude is low, it is recommended that this unit be included in the implementation phase of curriculum development on the strength of high Student Attitude and high Student Performance.

APPENDIX I

Additional Data

Mean Instructor Attitude Toward the Unit by Instructor Attitude Toward Career Education

Project	Teacher #	Instructor Unit Attitude (ques. 3-5)	Instructor Attitude Career Ed. (ques. 1,2)
Coconino	1	4.00	4.00
	2	1.00	4.00
C-Maricopa	1	4.00	4.00
	2	3.33	4.00
	3	3.33	2.00
Mesa	1	3.33	2.00
	2	4.00	3.50
Pima	1	4.00	3.00
	2	4.00	4.00
	3	4.00	4.50
	4	1.67	2.50
Tri-County	1	4.00	5.00
	2	4.33	4.00
	3	4.00	5.00
Yavapai	1	3.33	3.50

$r = 0.32$

Mean Instructor Attitude Toward the Unit by Mean Learner Attitude

Project	Teacher #	Instructor Unit Attitude	Learner Attitude
Coconino	1	4.00	2.95
	2	1.00	2.62
C-Maricopa	1	4.00	2.74
	2	3.33	2.63
	3	3.33	0
Mesa	1	3.33	2.93
	2	4.00	2.58
Pima	1	4.00	2.77
	2	4.00	2.89
	3	4.00	2.87
	4	1.67	0
Tri-County	1	4.00	2.93
	2	4.33	2.66
	3	4.00	2.70
Yavapai	1	3.33	2.72

$r = 0.32$

Mean Learners Performance on a Unit by Mean Instructor Attitude Toward the Unit

Project	Teacher #	* Learner Performance	Instructor Unit Attitude
Coconino	1	100	4.00
	2	100	1.00
C-Maricopa	1	100	4.00
	2	94	3.33
	3	100	3.33
Mesa	1	97	3.33
	2	82	4.00
Pima	1	0	4.00
	2	100	4.00
	3	100	4.00
	4	0	1.67
Tri-County	1	97	4.00
	2	88	4.33
	3	80	4.00
Yavapai	1	78	3.33

$r = -0.20$

* Percent of Students meeting unit objectives

Mean Student Performance by Time of Day Unit Taught

Project	Teacher #	*Learner Performance	Time of Day 1=pm 2=am
Coconino	1	100	1
	2	100	1
C-Maricopa	1	100	1
	2	94	2
	3	100	1
Mesa	1	97	1
	2	82	2
Pima	1	0	1
	2	100	1
	3	100	1
	4	0	1
Tri-County	1	97	2
	2	88	1
	3	80	1
Yavapai	1	78	1

r = -0.17

*Percent of Students meeting Unit objectives

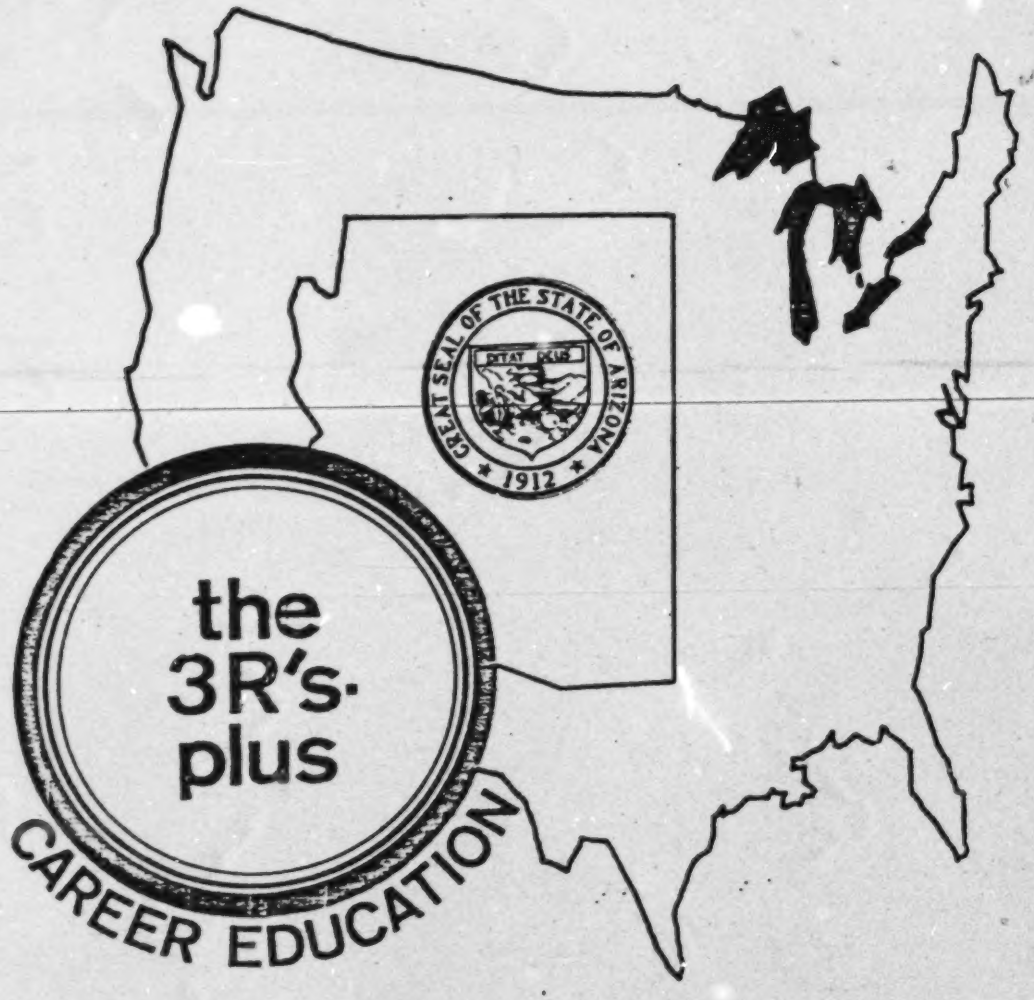
Mean Student Attitude by Time of Day Unit Taught

Project	Teacher #	Attitude	Time of Day 1=pm 2=am
Coconino	1	2.95	1
	2	2.62	1
C-Maricopa	1	2.74	1
	2	2.63	2
	3	0	1
Mesa	1	2.93	1
	2	2.58	2
Pima	1	2.77	1
	2	2.89	1
	3	2.87	1
	4	0	1
Tri-County	1	2.93	2
	2	2.66	1
	3	2.70	1
Yavapai	1	2.72	1

$r = -0.24$

APPENDIX II

UNIVAL



Unit Evaluation
UNIVAL

PARENTS ARE COMMUNITY WORKERS, TOO!

GRADE LEVEL: 1

PART I

CAREER EDUCATION FIELD TEST
PROGRAM INFORMATION

Please print:

Instructor_____ School_____

Unit or Kit Title_____ District_____

Grade Level_____ Project_____

Date unit or Kit introduced in the classroom____/____/____
mo. day year

Student data: (*the numbers should agree)

*Total number of students exposed to the unit_____

*Number of students of each sex: a. male____ b. female____

*Number of students in each ethnic group:

a. American Indian____
b. Black____
c. Spanish Surname____
d. Anglo White____
e. Other____

DIRECTIONS: Circle the letter of your answer in each of the following questions.

Teachers:

How many years have you worked in the field of education?

a. Less than one
b. 1-5 years
c. 6-10 years
d. 11-15 years
e. More than 15 years

Which of the following would best describe your exposure to Career Education (to date)? I have:

a. Developed a Career Education unit or program
b. Taught a Career Education unit or program
c. Read a Career Education unit or program
d. Had some exposure to Career Education
e. Had no exposure to Career Education

What is your sex?

a. Male____

b. Female____

Is your classroom: (more than one answer may be applicable)

a. Open____

b. Self-contained____

c. Team taught

What time of day were the lessons taught (predominantly)?

a. AM____

b. PM____

How much time did you devote to the unit each week?

a. Less than 1 hour

b. 1-2 hours

c. 2-3 hours

d. 3-5 hours

e. More than 5 hours

How many guest speakers were used in conjunction with the unit?

a. 0

b. 1

c. 2

d. 3

e. 4 or more

Have you had another occupation other than teaching?

a. Social sciences

b. Physical sciences

c. Chemical sciences

d. Business

e. Technical

f. Construction

g. Industry

h. _____

Did this experience help in teaching the Career Education unit?

a. Yes

b. No

PART II

Learner Performance Data

Directions: Please provide an indication of how well the lessons delivered the performance objectives. The lesson numbers and methods of evaluation for each have been indicated. Page numbers, objective specifications, and item numbers are indicated as appropriate. Please indicate the total number of learners responding. Then record the number that responded correctly. Complete this form as you teach each lesson of the unit.

		Method of Evaluation			Number of Learners	
Lesson Number	Page No. Item No.	Test	Checklist	Instructor Judgment	Responding	Responding Correctly
1	1.1.1.1					
2	1.2.1.1					

PART III

Instructor Attitudinal Data

Directions: Read each statement and place a check in the box under the heading that describes your response.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Classes in my subject grade level would be more meaningful and relevant if focused around Career Education objectives.					
2. Career Education is just another fad that will soon be forgotten.					
3. After minimal revisions this unit will be ready for statewide distribution.					
4. The learning activities were very effective in helping meet the performance stated.					
5. The content of the unit relates directly to my regular class program.					

Indicate below any further comments concerning the strengths or weaknesses of the unit.

PART III (Continued)

Learner Attitudinal Data

On the following page is an attitudinal survey which we would like your learners to respond to. Please remove that page from this instrument and reproduce enough copies for each of your learners. We feel that it would be best if your learners responded to this survey at the completion of the unit. If your learners do not have the needed reading ability to complete the survey, please read and explain the items to them. After the learners have completed the survey, please tally their responses and record the total number of learners responding in each manner of the form provided below.

	YES	I DON'T CARE	NO
1.			
2.			
3.			
4.			

	HAPPY	OK	SAD
5.			
6.			
7.			

PART III (cont'd)

LEARNER ATTITUDINAL FORM NAME _____

	YES	I DON'T CARE	NO
1. Would you want to know more about what we have learned in these lessons?	△	○	□
2. Do you know more now about these lessons than before?	△	○	□
3. Were the lessons interesting to you?	△	○	□
4. Do you think that next year's class should be given these lessons?	△	○	□
	HAPPY	OK	SAD
5. How did you feel about the lessons?	△	○	□
6. How did most of your other classmates feel about the lessons?	△	○	□
7. How did your teacher feel about the lessons?	△	○	□